

# **KITTATINNY REGIONAL SCHOOL DISTRICT**

**REOPENING PLAN**

**SEPTEMBER 2020**



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# INTRODUCTION

On June 26, 2020, the New Jersey Department of Education released *The Road Back: Restart and Recovery Plan for Education*. In this document, the state provided guidelines for the reopening of schools in September of 2020. Governor Phil Murphy then asked individual school districts to develop plans for community presentation within a month of reopening schools.

Beginning in the spring of 2020, Kittatinny Regional High School began having discussions on how to reopen the building and provide meaningful instruction to students in a variety of environments based on the status of the state, region and district as it relates to the Covid-19 pandemic. In June of 2020, a Reopening Committee was established, with over 20 members from the school community. The committee features administrators, teachers, support staff, BOE members and parents.

Using the state document as a springboard, the committee immediately began focusing its efforts on developing fluid models of instruction that can be entered and exited easily during the course of the 2020-2021 school year. These models serve as the framework for instruction. Within each model, the safety and health of the students and staff is paramount. The committee also understands the importance of personal instruction and made every effort to balance the major needs of the district. The basis for all future planning is rooted in flexibility horizontally (across each model) and vertically (within each model).

# EXECUTIVE SUMMARY

The KRHS Reopening Committee has placed a priority on student and staff health and safety as the reopening framework has been developed. The committee has used different perspectives, as well as surveys of parents and staff to help create viable options of educating students in September.

Based on the scientific data that is coming in from around the country, and around the world, it is also highly probable that school districts will move into and out of different instructional models during the 2020-2021 school year. With that in mind, the committee tried to eliminate unnecessary moving parts, such as implementing block schedules or unit lunch periods, as that would make it a bit more cumbersome to accommodate students in different learning environments.

The committee was also sensitive to the fact that the NJDOE did not mandate that all students wear a mask when in the building. This was taken into consideration as the framework was being developed. Every option presented is rooted in the focus on health and safety with sanitizing protocol taking place throughout the day.

Based on all of the information gathered, and the input of stakeholders, the Reopening committee has focused on three main schedule models, under the assumption that a fourth model (our traditional schedule) can be implemented at any time. Within each of these models, flexibility and adaptation is encouraged and expected.

**The KRHS Board of Education's Restart and Recovery Plan addresses four key subject areas:**

Conditions for Learning; Leadership and Planning; Policy and Funding; and Continuity of Learning.

A. Conditions for Learning

Conditions for learning involve the social, emotional, and environmental factors that can impact educator capacity to teach and student capacity to learn, including standards for maintaining healthy and safe school conditions. As schools reopen, the impact of social isolation on both educators and students is a key area of concern.

Conditions for Learning include: Health and Safety – Standards for Establishing Safe and Healthy Conditions for Learning; and Academic, Social, and Behavioral Supports

1. Health and Safety – Standards for Establishing Safe and Healthy Conditions for Learning; and Academic, Social, and Behavioral Supports

The Health and Safety Section of the Board's Plan identifies Ten Critical Areas of Operation which the Board has addressed in the Plan: General Health and Safety Guidelines; Classrooms, Testing, and Therapy Rooms; Transportation; Student Flow, Entry, Exit, and Common Areas; Screening, PPE, and Response to Students and Staff Presenting Symptoms; Contact Tracing; Facilities Cleaning Practices; Meals; Recess/Physical Education; and Field Trips, Extra-Curricular Activities, and Use of Facilities Outside School Hours.

Throughout this Health and Safety Section, the provisions marked "anticipated minimum standards" as outlined in the NJDOE Guidance have been incorporated into the Board's Plan and related protocols, as applicable.

The Health and Safety section of the NJDOE Guidance also provided "additional considerations" to assist school officials in considering ways to adhere to the anticipated minimum standards. These provisions are also consistent with the Board's general obligation to ensure the health and safety of its students and staff pursuant to N.J.S.A. 18A:40-6 and N.J.A.C. 6A:16-2.1. District officials should abide by the advice of local health officials to determine the safest course of action based on local circumstances, which will change as the public health landscape evolves. The health and safety of students and staff is the number one priority and has guided all decisions of the Board's Plan.

### **Ten Critical Areas of Operation**

A. Critical Area of Operation #1 - General Health and Safety Guidelines – Anticipated Minimum Standards Incorporated into the Plan

(1) In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention (CDC) recommends the following actions:

(a) School officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community.

(b) School officials will ensure staff who are at higher risk for severe illness that are classified as high risk in accordance with the NJDOE/CDC guidance will, upon request and confirmation of classification, be required to take an approved leave if an assignment to a role that limits their exposure to staff, and students cannot be accommodated.

(c) School officials will ensure students who are at higher risk for severe illness are protected and supported, such as providing options for virtual learning.

(d) The CDC's Guidance for Schools and Childcare Programs, if applicable, will be followed.

(e) The Board promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings; and signs and messages in and around school buildings.

(f) Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:

(i) Chronic lung disease or asthma (moderate to severe);

(ii) Serious heart conditions;

(iii) Immunocompromised;

(iv) Severe obesity (body mass index, or BMI, of 40 or higher);

(v) Diabetes;

(vi) Chronic kidney disease undergoing dialysis;

(vii) Liver disease;

(viii) Medically fragile students with Individualized Education Programs (IEPs);

(ix) Students with complex disabilities with IEPs; or

(x) Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

[See Appendix A – Critical Area of Operation #1 – General Health and Safety Guidelines]

B. Critical Area of Operation #2 – Classrooms, Testing, and Therapy Rooms – Anticipated Minimum Standards Incorporated into the Plan

(1) KRHS will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. If KRHS is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.

(2) When social distancing is difficult or impossible, face coverings will be required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.

(a) Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

(3) In a classroom setting where social distancing can take place (e.g., desks are 6 feet apart) or physical barriers are in place, face coverings can be removed while students are seated at desks, but should be worn when moving about the classroom.

(4) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.

(5) Use of shared objects should be limited when possible or cleaned between use.

(6) All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and



filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.

(7) KRHS will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:

(a) In each classroom (for staff and older children who can safely use hand sanitizer).

(b) At entrances and exits of buildings.

(c) Near lunchrooms and toilets.

(d) For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).

(8) School officials should develop a school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.

(a) If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.

[See Appendix B – Critical Area of Operation #2 – Classroom, Test, and Therapy Rooms]

c. Critical Area of Operation #3 – Transportation – Anticipated Minimum Standards Incorporated into the Plan

(1) If students are unable to maintain social distance on school provided transportation, a face covering must be worn by all students who are able to do so upon entering the bus.

(2) Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need and in accordance with all applicable laws and regulations.

(3) Every school bus, either district-owned or contracted, should be cleaned and disinfected before and after each bus route.

[See Appendix C – Critical Area of Operation #3 – Transportation]

d. Critical Area of Operation #4 – Student Flow, Entry, Exit, and Common Areas – Anticipated Minimum Standards Incorporated into the Plan

(1) The Board's Plan should establish the process and location for student and staff health screenings.

(2) If physical distancing (six feet apart) cannot be maintained for individuals in line waiting to enter or exit a building, face coverings shall be worn while in the line.

(3) KRHS will provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart in lines and at other times (e.g. guides for creating "one-way routes" in hallways).

[See Appendix D – Critical Area of Operation #4 – Student Flow, Entry, Exit, and Common Areas]

e. Critical Area of Operation #5 – Screening, Personal Protection Equipment (PPE), and Response to Students and Staff Presenting Symptoms – Anticipated Minimum Standards Incorporated into the Plan

(1) KRHS will adopt Board Policy 1648 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:

- (a) Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
  - (b) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
  - (c) Results must be documented when signs/symptoms of COVID-19 are observed.
  - (d) Any screening policy/protocol must take into account students with disabilities and accommodations that may be needed in the screening process for those students.
- (2) The Board must adopt procedures for symptomatic staff and students, which shall include the following:
- (a) Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting.
  - (b) If KRHS becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
  - (c) The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:
    - (i) Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should

remain in isolation with continued supervision and care until picked up by an authorized adult.

- (ii) Following current Communicable Disease Service guidance for illness reporting.
  - (iii) An adequate amount of PPE shall be available, accessible, and provided for use.
  - (iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
  - (v) Continuous monitoring of symptoms.
  - (vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.
  - (vii) Written protocols to address a positive case.
- (3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.
- (4) School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
- (5) Students are strongly encouraged to wear face coverings and are required to do so when social distancing cannot be maintained, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- (a) Accommodation for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.

- (6) Exceptions to requirements for face coverings shall be as follows:
- (a) Doing so would inhibit the individual's health.
  - (b) The individual is in extreme heat outdoors.
  - (c) The individual is in water.
  - (d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.
  - (e) The student is under the age of two and could risk suffocation.
- (7) If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, the visitor's entry to the school/district facility may be denied.

[See Appendix E – Critical Area of Operation #5 – Screening, PPE, and Response to Students and Staff Presenting Symptoms]

f. Critical Area of Operation #6 – Contact Tracing

- (1) The NJDOE Guidance does not include any “anticipated minimum standards” for contact tracing. However, all school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the Superintendent or designee should be provided information regarding the role of contact tracing conducted by State, county, and local officials.
- (2) School officials should engage the expertise of their school nurses on the importance of contact tracing.

(3) The NJDOE will credit certified School Safety Specialists with three hours of training upon completion of Johns Hopkins University's COVID-19 Contact Tracing course.

[See Appendix F – Critical Area of Operation #6 – Contact Tracing]

g. Critical Area of Operation #7 – Facilities Cleaning Practices –Anticipated Minimum Standards Incorporated into the Plan

(1) School officials must continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise.

(2) The Board's Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:

(a) A schedule for increased routine cleaning and disinfection.

(b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. door knobs, light switches, classroom sink handles, countertops).

(c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.

(d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:

(i) Classroom desks and chairs;

(ii) Lunchroom tables and chairs;

- (iii) Door handles and push plates;
  - (iv) Handrails;
  - (v) Kitchens and bathrooms;
  - (vi) Light switches;
  - (vii) Handles on equipment (e.g. athletic equipment);
  - (viii) Buttons on vending machines and elevators;
  - (ix) Shared telephones;
  - (x) Shared desktops;
  - (xi) Shared computer keyboards and mice;
  - (xii) Drinking fountains; and
  - (xiii) School bus seats and windows.
- (e) Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

[See Appendix G – Critical Area of Operation #7 – Facilities Cleaning Practices]

**h. Critical Area of Operation #8 – Meals – Anticipated Minimum Standards  
Incorporated into the Plan**

- (1) If cafeterias or group dining areas are used in the school district, the school district will incorporate the following into the Board's Plan, if applicable:

- (a) Stagger times to allow for social distancing and clean and disinfect between groups.
- (b) Discontinue family style, self-service, and buffet.
- (c) Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.
- (d) Space students at least six feet apart.
- (e) Require individuals must wash their hands after removing their gloves or after directly handling used food service items.

[See Appendix H – Critical Area of Operation #8 – Meals]

i. Critical Area of Operation #9 – Recess/Physical Education – Anticipated Minimum Standards Incorporated into the Plan

- (1) The Board's Plan regarding recess and physical education should include protocols to address the following:
  - (a) Stagger recess, if necessary.
  - (b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.
  - (c) The use of cones, flags, tape, or other signs to create boundaries between groups.
  - (d) A requirement that all individuals always wash hands immediately after outdoor playtime.



(e) Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.

(f) Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).

(g) Locker rooms may be closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.

(i) If it is not feasible to close locker rooms the district will stagger the use and clean and disinfect between use.

(ii) Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.

(2) The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.

(3) The school district will designate specific areas for each class during recess to avoid cohorts mixing.

[See Appendix I – Critical Area of Operation #9 – Recess/Physical Education]

j. Critical Area of Operation #10 – Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours – Anticipated Minimum Standards Incorporated into the Plan

(1) The Board’s Plan should adhere to all applicable social distancing requirements and hygiene protocols during any extra-curricular activities.

(2) The Board of Education requires any external community organizations that use school/district facilities to follow district guidance on health and safety protocols.

[See Appendix J – Critical Area of Operation #10 – Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours]

## 2. Academic, Social, and Behavioral Supports

In addition to taking the steps listed in the Health and Safety Guidelines section to protect students’ and educators’ physical health, leaders must also consider the impact of social isolation on both educators and students. School officials are not mandated to develop protocols for these elements as these elements are not “anticipated minimum standards” in the NJDOE Guidance. However, the NJDOE recommends school officials consider the following elements while developing the Board’s Plan.

While only a small introduction to these elements is included in this Plan, a more detailed explanation and further considerations in the NJDOE Guidance are under the Academic, Social, and Behavioral Supports section to reference as the Plan is being developed. School officials may use the supports listed in the NJDOE Guidance.

The elements listed below in A.2.a. through A.2.e. provide an explanation for school officials to indicate if the strategy is:

Not being utilizing

Being developed by school officials

Currently being utilizing

There is space provided below in A.2.a. through A.2.e. for a brief explanation of the school district’s status for each element.

[See Appendix K – Supplemental Materials and Explanations for Academic, Social, and Behavioral Supports]

### Social Emotional Learning (SEL) and School Culture and Climate

SEL will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning.

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

SEL will be a scheduled part of the school day each day in combination with wraparound support for students and staff members.

### Multi-Tiered Systems of Support (MTSS)

MTSS is a systematic approach to prevention, intervention, and enrichment in grades Pre-K through twelve for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support.

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

The required MTSS will continue to be utilized and employed by the district in both in-person and remote learning experiences.

c. Wraparound Supports

Wraparound services differ from traditional school-based services in their comprehensive approach to addressing the academic, behavioral, and social-emotional needs of students with interventions both inside and outside of the school environment.

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

Wraparound services will be an important part of the educational experiences in combination with SEL support for students and staff members.

d. Food Service and Distribution

School meals are critical to student health and well-being, especially for low-income students. The NJDOE considers it a moral imperative to ensure the seamless and continuous feeding of students during all phases of school reopening.

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

Multiple methods of food distribution from multiple day distribution to daily pickup will be available for our students and families.

e. Quality Child Care

Child care will be needed as schools reopen, particularly in instances where modified school schedules may increase the likelihood that families who otherwise would not utilize child care will now require it.

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

Child care services have not been offered as part of our employee benefit plan and there is no plan to incorporate child care services into the restart plan at this time. Our plan does take into account parent childcare issues and the plan utilizes a cohort where families will have consistency in in person attendance for all children.

[See Appendix K – Supplemental Materials and Explanations for Academic, Social, and Behavioral Supports]

#### B. Leadership and Planning

The Leadership and Planning Section of the Board’s Plan references guidance, requirements, and considerations for the school district regarding district and school-wide logistical and operational issues with which administrators will contend in planning to reopen schools.

The provisions marked "anticipated minimum standards" as outlined in the Guidance have been incorporated into the Board’s Plan and corresponding protocols, as applicable.

The Leadership and Planning section of the Guidance also provided "additional considerations" that assisted school officials in considering ways to adhere to the “anticipated minimum standards”.

#### 1. Establishing a Restart Committee

A Restart Committee should be established as collaboration is critical to the development of the Board's Plan.

The Restart Committee should include school district and school-level administrators, members of the local Board of Education or Charter School Board of Trustees, the Presidents of the local education associations or their designees of the local education associations, and a diverse set of content experts, educators, parents, and students.

The Reopening Committee should work closely with the School Pandemic Response Teams, Local Health Department, and others in municipal and county government as necessary to develop the district Plan. Reopening Committees and Pandemic Response Teams should help address policies and procedures for the Board's Plan.

The Reopening Committee should reflect the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics.

e. The Restart Committee may consider developing subcommittees to focus on age or grade-level specific needs, school specific needs, or to address issues of importance such as medically fragile students or staff.

[See Appendix L – Restart Committee]

## 2. Pandemic Response Teams

School-based Pandemic Response Teams should be established in each school in the district to centralize, expedite, and implement COVID-19 related decision-making.

Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.

Members of the school teams should include a cross section of administrators, teachers, staff, and parents.

Pandemic Response Teams should represent a cross-section of the school and district, including its gender and racial diversity, as decision-making and communication will be more effective if decision-makers reflect the make-up of the community.

If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team.

Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:

- (1) School Principal or Lead Person;
- (2) Teachers;
- (3) Child Study Team member;
- (4) School Counselor or mental health expert;
- (5) Subject Area Chairperson/Director;
- (6) School Nurse;
- (7) Teachers representing each grade band served by the school district and school;
- (8) School safety personnel;
- (9) Members of the School Safety Team;
- (10) Custodian; and

(11) Parents.

g. The Pandemic Response Team is responsible for:

(1) Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.

(2) Adjusting or amending school health and safety protocols as needed.

(3) Providing staff with needed support and training.

(4) Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.

(5) Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.

(6) Providing necessary communications to the school community and to the school district.

(7) Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.

h. The Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols.

[See Appendix M – Pandemic Response Team]

3. Scheduling

a. The Board's Plan must account for resuming in-person instruction. Scheduling decisions should be informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH),



as well the input of stakeholders about the needs of all students and the realities unique to this district.

b. Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.

(1) In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.

(2) School district policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.

c. KRHS will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.

(1) For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology- based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.

(2) For medically fragile staff, all required accommodation will be made to allow them to meet their job responsibilities, but there are no options for virtual instruction for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

d. The school district should accommodate educators teaching in-person, hybrid, and virtual learning when the district employs each of the plans. Any schedule will provide the teachers the opportunity to teach from the school building in a way that

allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in the classroom receive instruction. School officials may:

- (1) Provide teachers common planning time.
- (2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.
  - (a) Virtual learning may create privacy challenges which school districts and schools have not yet faced.
  - (b) The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.
- (3) Secure a steady supply of resources necessary to ensure the safety of students and staff.
- (4) Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.
- (5) Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. The NJDOE encourages the school district to evaluate instructional activities based on what is developmentally appropriate for each grade band.
  - e. School officials will consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board's Plan.

[See Appendix N – Scheduling of Students]

#### 4. Staffing

The school district should consider access and equity for all staff to ensure continuity of student learning. The Board's Plan and decision-making throughout the school year should consider unique needs of each staff member, such as access to technology, social and emotional health.

When making staffing scheduling and assignments, the school district must comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, school districts should also consult with the local bargaining units and legal counsel.

The Board's Plan should identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.

As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.

In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:

(1) Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.

(2) Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School

Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).

(3) Certification

(a) Performance Assessment (edTPA) Guidance Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.

(b) Additional COVID-19 Certification Guidance – Additional flexibilities are expected to be extended to candidates for certification in response to the logical constraints posed by the COVID-19 state of emergency and related limitations.

[See Appendix O – Staffing]

5. In-Person and Hybrid Learning Environments: Roles and Responsibilities

a. In a fully in-person or hybrid learning environment districts should leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.

b. Instructional staff should:

(1) Reinforce social distancing protocol with students and co-teacher or support staff.

(2) Limit group interactions to maintain safety.

(3) Support school building safety logistics (entering, exiting, restrooms, etc.).

- (4) Become familiar with district online protocols and platforms.
- (5) Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.
- (6) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- (7) Provide regular feedback to students and families on expectations and progress.
- (8) Set clear expectations for remote and in-person students.
- (9) Assess student progress early and often and adjust instruction and/or methodology accordingly.
- (10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
- (11) Instruct and maintain good practice in digital citizenship for all students and staff.
- (12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
- (13) Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
- (14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
- (15) Limiting on-line activities for pre-school students.

c. Mentor teachers should:

(1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.

(2) Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.

(3) Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.

(4) Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.

(5) Continue to maintain logs of mentoring contact.

(6) Mentor teachers should consider all health and safety measures when doing in-person observations.

(7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.

(8) Consider alternative methods for classroom observations and avoiding in-person contact where possible.

d. Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:

(1) Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.

(2) Provide time for staff collaboration and planning (See Scheduling section).  
Prioritize practical science and practical CTE areas for on-site opportunities.

- (3) Prioritize vulnerable student groups for face-to-face instruction.
- (4) Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
- (5) Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- (6) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
- (7) Define and provide examples of high-quality instruction given context and resources available.
- (8) Assess teacher, student, and parent needs regularly.
- (9) Ensure students and parents receive necessary supports to ensure access to instruction.
- (10) Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
- (11) Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- (12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
- (13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences

and/or surveys to parents about their child's experience and learning while out of school.

(14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.

(15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.

(16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.

(17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.

e. Educational services staff members should:

(1) Lead small group instruction in a virtual environment.

(2) Facilitate the virtual component of synchronous online interactions.

(3) Manage online platform for small groups of in-person students while teacher is remote.

(4) Assist with the development and implementation of adjusted schedules.

(5) Plan for the completion of course requests and scheduling (secondary school).

(6) Assist teachers with providing updates to students and families.

(7) Support embedding of SEL into lessons.

(8) Lead small group instruction to ensure social distancing.



- (9) Consider student grouping to maintain single classroom cohorts.
- (10) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

f. Support staff/paraprofessionals may:

- (1) Lead small group instruction to ensure social distancing.
- (2) Consider student grouping to maintain single classroom cohorts.
- (3) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- (4) Provide real-time support during virtual sessions.
- (5) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
- (6) Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.
- (7) Lead small group instruction in a virtual environment.
- (8) Facilitate the virtual component of synchronous online interactions.
- (9) Family Workers will need to provide support to parents via virtual platforms (Pre-school).

g. Substitutes

- (1) Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.

- (2) Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.
- (3) Designate substitutes to a single school building or grade level to avoid too much movement between schools.
- (4) Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist.

## 6. Educator Roles Related to School Technology Needs

a. To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school officials should:

(1) Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.

(2) Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).

(3) To the extent possible, provide district one-to-one instructional devices and connectivity.

(4) Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).

b. To ensure student teachers are prepared to start supporting instruction on day one, districts should:

(1) Train student teachers to use technology platforms.

(2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.

(3) Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

c. Student teachers should:

(1) Obtain a substitute credential to gain the ability to support students without supervision as needed.

(2) Lead small group instruction (in-person to help with social distancing).

(3) Co-teach with cooperating teacher and maintain social distancing.

(4) Manage online classroom for asynchronous hybrid sessions while the cooperating teacher teaches in-person.

(5) Implement modifications or accommodations for students with special needs.

(6) Facilitate one-to-one student support.

(7) Lead small group instruction virtually while the classroom teacher teaches in-person.

(8) Provide technical assistance and guidance to students and parents.

(9) Develop online material or assignments.

(10) Pre-record direct-instruction videos.

(11) Facilitate student-centered group learning connecting remote and in-person students.

d. Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:

(1) Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students.

(2) Districts may also consider developing a plan to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school building. Utilizing community volunteer support that will interact directly with students may require criminal history background checks.

(3) Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.

(4) Increase the need for all staff to address student trauma, social emotional learning, and digital citizenship.

[See Appendix O – Staffing]

Athletics

Under Executive Order 149, high school sports under the jurisdiction of the NJSIAA may resume only in accordance with reopening protocols issued by NJSIAA and cannot resume earlier than June 30, 2020.

[See Appendix P – Athletics]

C. Policy and Funding

The impact of the COVID-19 pandemic presents many fiscal challenges to the school district for delivery of instruction and related services to students in addition to other basic operational needs. Readyng facilities, purchasing supplies, transporting, and feeding students may look drastically different in the 2020-2021 school year. The Policy and Funding section of the Board's Plan focuses on existing and pending Federal and State legislation, regulations, and guidance.

1. School Funding

a. The Board shall explore options to obtain the maximum amount of available revenue to minimize expenditures and for fiscal planning in the face of considerable uncertainty. The options the Board shall explore include, but are not limited to, the following:

- (1) Elementary and Secondary School Emergency Relief Fund;
- (2) Federal Emergency Management Agency – Public Assistance; and
- (3) State School Aid.

b. School District Budgets

Districts have finalized their FY20 budget year and have already finalized their FY21 budgets. Because of the timing of the budget process, many of the activities listed below have not been, and cannot be, factored into either budget year without additional revenue outside the amount they anticipated for FY21 in February, and budget transfers that current statute does not authorize at the start of the school year.

c. School Funding

School officials will review the Policy and Funding section of the NJDOE Guidance that includes information on Federal and State funding sources; purchasing practices; use of

reserve accounts, transfers, and cash flow; and costs and contracting, including E-Rate funding and cooperative purchasing contracting.

(1) Purchasing

The school district may likely need to purchase items not needed in the past and may experience increased demand for previously purchased goods and services to implement the Plan. The school district shall continue to comply with the provisions of the “Public School Contracts Law”, N.J.S.A. 18A:18A-1 et seq.

(2) Use of Reserve Accounts, Transfers, and Cashflow

The school district shall apply for the approval from the Commissioner of Education prior to performing certain budget actions, such as withdrawing from the emergency reserve or making transfers that cumulatively exceed ten percent of the amount originally budgeted.

(3) Costs and Contracting

The school district shall follow all New Jersey State laws and regulations applicable to local school districts for purchasing when procuring devices and connectivity or any technology related item.

D. Continuity of Learning

Ensuring the continuity of learning is critically important during this time of great stress for families, educators, and students. The move to a fully virtual learning environment happened quickly and created significant challenges for staff and students, particularly students already considered at-risk prior to the pandemic. School officials should work closely with their stakeholders to ensure decisions are made collaboratively and transparently and prioritize safely returning students who are in need of in-person

instruction. This may include, but is not limited to, students with disabilities, English language learners (ELL), homeless youth, and low-income students.

Curriculum, instruction, assessment, professional learning, and career and technical education (CTE) are all constructs that can be adjusted to serve as levers for equity.

Except where otherwise indicated, the provisions and elements of this section are “additional considerations” that may help districts in considering ways to adhere to the “anticipated minimum standards”.

While only a small introduction to these elements is included in this Plan, school officials can find a more detailed explanation and considerations in the NJDOE Guidance under the Continuity of Learning section to reference while developing their Plan for the reopening of schools.

1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities

a. Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.

b. In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic.

c. The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:

- (1) Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.
- (2) IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.
- (3) IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.
- (4) IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
- (5) The use of school guidance department staff and Child Study Team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, State, and Federal opportunities to access support.
- (6) Clear communication to the parents of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by Federal and State law.

## 2. Technology and Connectivity

- a. KRHS strives to ensure that every student has access to a device and internet connectivity. The district will prioritize the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access. Additionally, these school districts should include in their reopening plan the steps taken to address the technology deficit and how it will be resolved as soon as possible.



b. KRHS should:

(1) Conduct a needs assessment.

(2) Consider the attendant needs associated with deployment of needed technology, including student and parent training and acceptable use policy implementation.

(3) Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment.

(4) For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.

(a) If there is a device or connectivity shortage, the school district should address technology challenges in their Plan. This should include the steps the district has already taken to address the technology divide and how the school district plans to provide devices and/or connectivity to students that need them.

3. Curriculum, Instruction, and Assessment

a. In planning curriculum, instruction, and assessment for reopening, school officials must focus on building staff capacity to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).

b. School officials should develop a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students' family members and caregivers.

c. Virtual and Hybrid Learning Environment

(1) Curriculum

(a) Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures.

(b) To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed.

(c) Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate supports necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.

(2) Instruction

(a) As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.

(b) In crafting an instructional plan, the school district should consider the following:

(i) Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction.

(ii) Design for student engagement and foster student ownership of learning.

(iii) Develop students' meta-cognition.

(iv) Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.

(v) Assess the district's data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.

(vi) Assess ELLs' levels of engagement and access in an in-person, virtual, or hybrid learning environment.

### (3) Assessment

(a) For the purpose of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.

(b) Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.

(c) In the absence of Spring 2020 summative assessment data, the school district should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.

(d) Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.

(e) Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.

(i) Such pre-assessments should be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.

#### 4. Professional Learning

a. It is imperative the school district provides professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences.

b. The school district must focus on professional development to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social, emotional, health, and academic needs of all students.

c. Professional learning opportunities should be:

(1) Presented prior to the beginning of the year;

(2) Presented throughout the school year;

(3) Presented in order to grow each educator's professional capacity to deliver developmentally appropriate, standards-based instruction remotely;

(4) Presented to include the input and collaboration of stake holders, including all staff, parents, and community members; and

(5) Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school, and individual educator.

d. Mentoring and Induction

- (1) Induction must be provided for all novice provisional teachers and teachers new to the district.
- (2) One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.
- (3) Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
- (4) Mentoring must be provided in both a hybrid and fully remote learning environment.
- (5) Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

e. Evaluation

- (1) School districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling and according to NJDOE guidelines.
- (2) School districts should develop observation schedules with a hybrid model in mind.
- (3) School districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.
- (4) School districts should consider the School Improvement Panel's (ScIP) role in informing professional learning, mentoring, and other evaluation-related activities.

(5) School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.

5. Career and Technical Education (CTE)

a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.

b. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.

c. Guiding Principles

(1) It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.

(2) The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.

d. Quality CTE Programs

(1) When planning for in-person instruction, examine current curriculum content and evaluate which content is most critical in meeting the requirements of NJSL, CTE Core Content Standards, industry certifications, college credit agreements, etc.

(2) During a time when some credentials may not be accessible online or through other virtual means, it is necessary to ensure students have access to appropriate industry-recognized, high-value credentials.

e. Work-Based Learning

Students must be provided the opportunity to participate in safe work-based learning, either remotely (simulations, virtual tours, etc.) or in-person. The school district should consider work-based learning opportunities addressed in the administrative code.

f. Career Advisement and Development

Strong career advisement in conjunction with business and community partnerships are essential components of CTE programs and cannot be compromised in a time of increased social distancing; therefore, modifications must be developed to maintain program quality.

g. CTE Recruitment and Retention

CTE teachers require support in transforming their curricula and shifting their instructional practices to meet the needs of the changing classroom environments in a time of social distancing.

h. Funding to Support CTE Programs

The school district has the ability to utilize the CARES Act – Elementary and Secondary School Emergency Relief Fund (ESSER) grants, local district funding, Perkins funding (if eligible), discretionary grant funding (if participating), and other Federal entitlement funds.

## **Appendices**

### **Restart and Recovery Plan to Reopen Schools**

**KITTATINNY REGIONAL HIGH SCHOOL  
Board of Education**

**SEPTEMBER 2020**





## Appendix A

### Critical Area of Operation #1 - General Health and Safety Guidelines

- All persons (staff and students) in the building will be required to wear a face covering. Breaks can be assigned in the classrooms at the discretion of the instructor. Students would be allowed to remove face coverings while they eat during lunch periods
- All persons (staff and students) entering the building will have to complete a health survey. Temperature checks may also be conducted, mandatory for those who do not fill out a health survey.
- No outside guests are to enter the building during the school day.
- Limited meetings with outside guests are to be conducted in person - virtual meetings should be considered in most cases.
- All field trips will be suspended until further notice.
- Signage will be placed around the building to remind staff and students of social distancing.
- Hallway traffic will be limited to one way traffic in hallways with lockers. Two way traffic will be permitted around the A Wing hub - with stanchions or cones dividing those hallways into one way traffic on each side of the space.
- Restrooms will be monitored, with limited use.
- Anyone who displays Covid-related symptoms or registers a temperature of 100 degrees or higher will be respectfully quarantined in a location near the nurse's office. Parents will be required to pick up children immediately. Any affected staff will be asked to leave the building and all Division of Health protocols will be followed.

## Appendix B

### Critical Area of Operation #2 - Classrooms, Testing, and Therapy Rooms

- Daily in-person instruction will be established for a reduced student population. Two cohorts (Cohort A / Cohort B) will be set up via last name (alphabet). These cohorts will work in conjunction with sending districts to allow for family members to be in-school or at home at the same time.
- Students who are working remotely will take part in either live-streamed instruction from the classroom, or will be working on live or recorded assignments provided through the Google platform.
- Students who are both in school and at home will follow the prescribed nine period schedule.
- While in classrooms, students will be required to wear face coverings. If social distancing is possible, teachers may provide “mask breaks” for students. All staff must wear face coverings during the school day while in the building. Whenever there is movement within the building face coverings will be required.
- If in-person testing is required, it will be done in an environment conducive to social distancing, such as a conference room, gymnasium or cafeteria.
- Shared workspaces, labs and shared equipment will be sanitized and cleaned at the conclusion of each session when classes change.

## Appendix C

### Critical Area of Operation #3 – Transportation

School busses will be limited to 50% capacity and face coverings will be required from the time the student enters the bus until disembarking the bus. Buses will have hand sanitizing stations upon entering the bus and all students must remain in seats at all times during transport from home to school.

While some KRHS students take personal transportation to school, others rely on school-provided transportation either in the morning, afternoon, or both. Students will be socially distanced on the buses and face coverings will be required. Any student who is not feeling well or has an elevated temperature should not board the school bus.



- The district will work closely with the transportation vendors to adhere to state and federal guidelines for student transportation.
- Upon arrival in the morning, school buses will pull up around the front circle of the building.
- Instead of deboarding the buses at one time, students will enter the building one bus at a time. This will allow for proper flow into the building
- At the end of the day, students will be dismissed on a staggered schedule to allow for optimal spacing and efficient boarding of the buses

## Appendix D

### Critical Area of Operation #4 - Student Flow, Entry, Exit, and Common Areas

- Social Distancing will be maintained, when possible, in the hallways through multiple methods. Hallways with lockers will be one way halls to move traffic in the same direction. Signage will be provided to assist in moving flow. The A Wing (wider hallways) hub can be two-way traffic with stanchions or cones dividing traffic.
- Social Distancing markings and directional guidelines will be marked on the walls and floors.
- Entry into the building will require a health screening form and/or temperature checks. Anyone with a temperature of 100 degrees or above will be quarantined and sent home.
- Social distancing will be maintained during arrival by staggering bus drop offs through a single entry point.
- Dismissal will be staggered by administration directive.
- The use of common areas will be limited to times when social distancing can be maintained by students and supervised, such as testing, related services, lunch etc.

## Appendix E

### Critical Area of Operation #5 - Screening, PPE, and Response to Students and Staff Presenting Symptoms

- All individuals entering the building will be required to answer a daily COVID-19 health screening form. An online form will be made available on our website that will be filled out prior to arrival on campus.
- Any individuals who do not fill out a health screening form will undergo a mandatory temperature check using a contactless thermometer.
- Other individuals may undergo temperature checks at entry or during the day.
- Individuals with a temperature of 100 degrees or above will be quarantined.
- Quarantined students will be escorted to an isolation space until parent contact is made and the transportation home is arranged. This space will be supervised by district health personnel.
- Symptomatic individuals who are not students will be denied access into the building.
- District personnel working in the COVID-19 isolation space must be equipped with an N95 mask, eye protection, gown and protective gloves.
- PPE equipment such as gloves and face coverings have been ordered and will be available for necessary staff members.
- All adults in the building (staff and visitors) will be required to wear proper face coverings at all times unless health conditions prevent the safe wearing of face coverings at which point the adult will be required to maintain social distancing from other individuals at all times. Visitors refusing to wear proper face coverings will be denied entry to the building.
- Students will be required to wear face coverings at all times including while moving in a classroom, in common areas (e.g. hallways, restrooms, etc.) and required when social distancing cannot be ensured. When students are at their socially distanced, properly spaced desks (6 ft.) where social distancing is ensured, with permission from the teacher in the classroom or the administration if it is an administrative event, students may take a face covering break or may remove their face coverings until social distancing can no longer be ensured.

Students with health conditions that prevent them from safely wearing a face covering or mask will not be required to wear a face coverings, but will be required to maintain proper social distancing from other individuals at all times and or will be required to wear a face shield or other PPE device.

- Anyone who has tested positive for COVID-19 may not return to school until they are cleared by a physician and have quarantined for the appropriate amount of time as per guidelines of the CDC.

## Appendix F

### Critical Area of Operation #6 - Contact Tracing

- All appropriate school personnel (administrators, school safety specialists, counselors and any other staff deemed appropriate by the school district) will be provided with information regarding the role of contact tracing in keeping school communities safe from the virus. The Contract Tracing Course can be assigned or taken for 3 hours of PD.
- Kittatinny will collaborate with the local health department and engage the school nurse to develop contact tracing policies and procedures, as well as educate the broader school community on the importance of contact tracing.
- As per the county superintendent's office, Sussex County Health Department will conduct contact tracing.



## Appendix G

### Critical Area of Operation #7 - Facilities Cleaning Practices

- Restroom use will be restricted to one person at a time.
- Only certain restrooms will be open in the building.
- All restrooms will be cleaned and disinfected regularly throughout the day.
- Buses will be cleaned daily by the transportation vendors
- Sports equipment will be sanitized as per the guidelines of the NJSIAA per the different phases of their athletic plan.
- Water fountains will be shut down. Students will be encouraged to bring their own water.

## Appendix H

### Critical Area of Operation #8 – Meals

- As part of a modified cafeteria program, grab and go lunches will be provided in the cafeteria for students.
- Student participation in the three high school lunch periods will be reduced by at least half as part of the cohorts. Students will be socially distanced at tables in the cafeteria with all students facing the same direction.
- Additional seating will be located in the media center and in the gymnasium.
- Outdoor seating in the courtyard is available weather permitting. No
- Junior high lunch periods will be reduced by at least half as part of the cohorts. All students will be socially distanced and facing the same direction.
- During days that a student is not in because of their cohort, they may pick up their lunch the day prior or at the school the day of.
- During an all virtual schedule, students who qualify for free and reduced lunch will be able to pick up grab and go lunches from the main entrance refrigerator.
- The Maschio's Menu will be posted online.

## Appendix I

### Critical Area of Operation #9 – Physical Education

- Locker rooms and team rooms will be closed until further notice. Students should participate in Physical Education wearing attire they wear to school.
- PE lessons will focus on individual pursuits or skills rather than traditional team sports or activities.
- PE teachers will use games and activities that require no physical contact and do not require students to be in close physical proximity to each other.
- PE teachers will ensure lessons are planned around the available space for instruction.
- With an all virtual schedule, PE teachers will assign and monitor (through Google Classroom, Google Forms, Email, etc.) individual pursuits for fitness related activity.

## Appendix J

### Critical Area of Operation #10 - Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours

- KRHS facilities will be closed to outside organizations until further notice.
- KRHS will follow the NJSIAA guidelines for any phase of the restart plan.
- All activities and co-curricular activities will be suspended until regular activities can be resumed as per the State of New Jersey or the NJ DOE. When an in-person meeting is necessary, the activity advisor will limit the time of the meeting and make sure all participants are socially distanced.
- All field trips will be postponed until further notice.

## Appendix K

### Academic, Social, and Behavioral Supports

- Any medically fragile students will be instructed remotely upon the request of the parent.
- CST Team will continuously monitor students on their caseload to ensure all IEP goals and objectives are being followed
- Classroom aides will be present in all classrooms, both virtual and in-person where mandated by IEPs.
- Related services will continue to be provided, either in person or virtually as indicated by the students IEP
- Evaluations will be completed in a timely manner to the greatest extent possible.
- Students will continue to work on their post secondary plans with the Transition Coordinator or case manager, either in person or virtually, and will ensure that graduating seniors or those turning 21 years of age will be properly transitioned to state agencies.
- Clear and consistent communication will be utilized for communication with parents and guardians, as always, to ensure that we are aware that

## Appendix L

### Restart Committee

- The KRHS Reopening Committee is made up of stakeholders from around the district. These stakeholders bring a variety of perspectives to the plan development.
- The Reopening Committee has met at least once a week, sometimes more, to address the various issues that are addressed in the plan.
- The Committee has developed subgroups to handle areas of the plan, such as health and safety, virtual learning, professional development, etc.
- The Reopening Committee will meet regularly to assess the start of the school year and make modifications when necessary.
- Members of the Reopening Committee are:
  - Rob Black
  - Brian Bosworth
  - Theresa Butler
  - Christopher Carroll
  - Sandra Coltelli
  - Christopher Cummins
  - Nicholas DeGennaro
  - Moira Douglas
  - Robert Erlemann
  - Sharon Falchetta
  - Carol Fishbone
  - Robert Greene
  - Craig Hutcheson
  - Kathleen Kane
  - MaryEllen Leppert
  - Matthew Majka
  - Deirdre Mastandrea
  - Jarred Matthes
  - Heather Mate
  - Eugene McNicholas
  - Ray Palmisano
  - Robert Schreiber
  - Betty Scymanski
  - Katrisha Shatrowskas
  - Lou Sylvester

## Appendix M

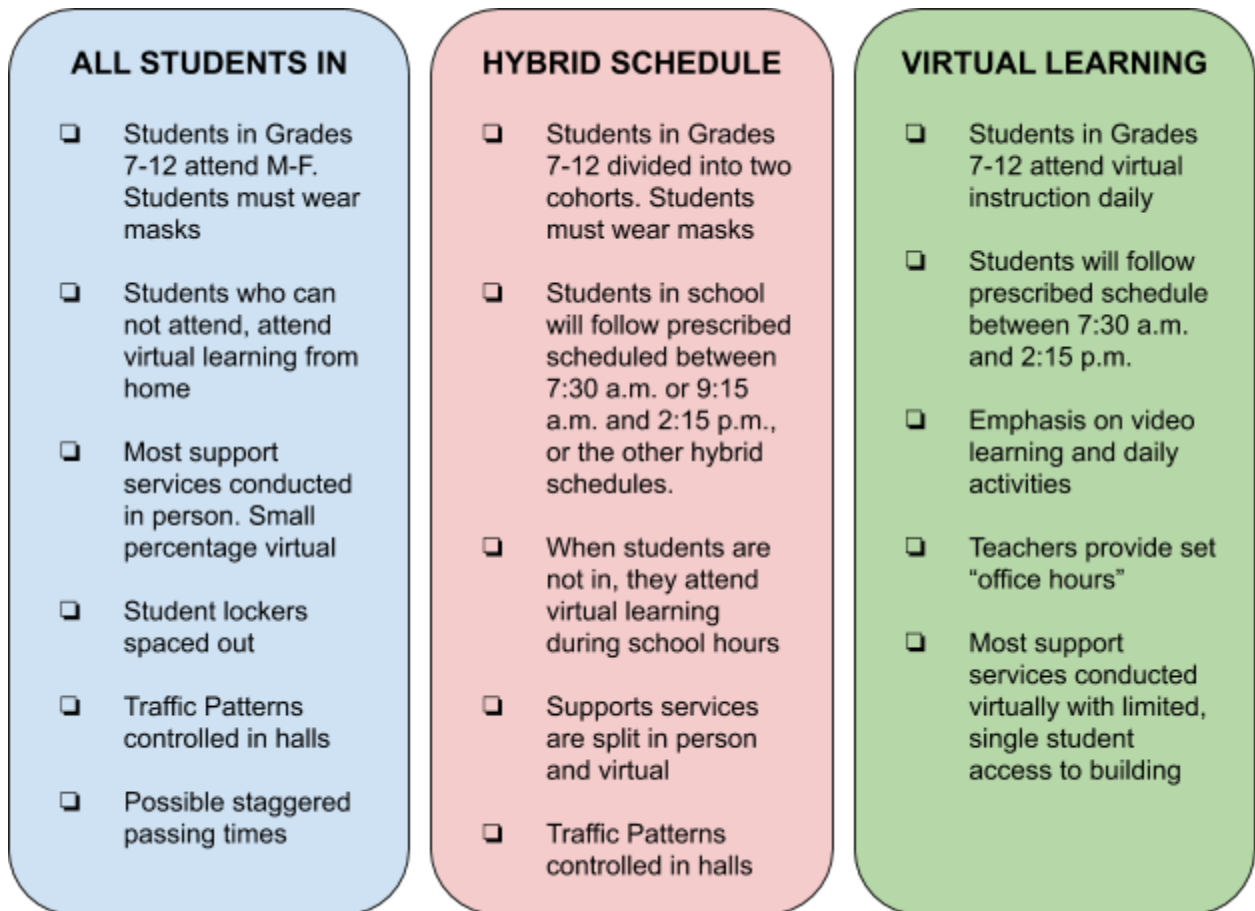
### Pandemic Response Teams

- The Pandemic Response team meets quarterly to discuss the health and safety related issues pertaining to the school. This team will also provide a perspective for the Reopening Committee.
  
- Members of the Pandemic Response Teams are:
  - Barbara Andrews
  - Rob Black
  - Brian Bosworth
  - Theresa Butler
  - Nicholas DeGennaro
  - Mary Ellen Leppert
  - Sharon Falchetta
  - Carol Fishbone
  - Craig Hutcheson
  - Kathleen Kane
  - Deirdre Mastandrea
  - Eugene McNicholas
  - Betty Scymanski
  - Lou Sylvester
  - Todd VanOrden

## Appendix N

### Scheduling of Students

The ReOpening Committee has created flexible scheduling options designed to respond to environmental data.



The committee understands the importance of in-person instruction, but also realizes that certain factors (social distancing limitations, environmental factors, virus progression) could force the school to limit the number of students in the building. In an attempt to still provide face-to-face instruction, a hybrid schedule has been developed. This blended model would combine both in-person and virtual instruction.



There is flexibility within the hybrid model as students would be divided into two cohorts. These cohorts would meet on A Days and B Days (students would alternate days) or A Weeks and B Weeks (students would alternate weeks). Teachers would teach lessons to the students who were present. Those lessons could also be streamed via a technology platform (Google Meet, Zoom, YouTube) to those students who were virtual for the day/week. Students in the classroom and at home would utilize Google Classroom and other administratively approved learning platforms for online work.

- This model also allows for the potential to bring in our entire Junior High population (as class counts in the Jr. High are lower for the 2020-2021 school year than those in the high school). This could be done if regional conditions continue to improve.

As with any in-person framework, daily health screenings / health forms would occur for both staff and students. Any student or staff member who is not feeling well, must stay home. When possible, those students and staff members would participate virtually for the day or a period of time.

- Students will follow a traditional 9 period schedule, attending all of their classes in person (on their assigned days in the building) or virtually.
- Student lunch periods would still be periods 5, 6 and 7 with capacity reduced because of the cohort system. Students would eat at prescribed seats in the cafeteria. Additional seating would take place in the media center and gymnasium with courtyard seating available during warmer weather.

- Hallway traffic would be controlled with one way movement in hallways that contain lockers and modified two-way traffic around the hub of the building. Signage would help direct students.
- In an effort to minimize hallway time, students would still be expected to utilize three or four minute passing time, with reasonable flexibility allowed by teachers. Students would be encouraged to utilize lockers as little as possible.

## The Fall 2020--2021 School Year Opening Schedule:

**Hybrid A / B Day with a Delayed Opening** - Cohort A and Cohort B - Maximum 50% capacity

Period	Start	End
Period 1	9:21	9:51
Period 2	9:54	10:24
Period 3	10:27	10:57
Period 4	11:00	11:30
Period 5 (Lunch)	11:33	12:03
Period 6 (Lunch)	12:06	12:36
Period 7 (Lunch)	12:39	1:09
Period 8	1:12	1:42
Period 9	1:45	2:15

### ALTERNATIVE SCHEDULES IN CASE OF A DISTRICTWIDE CHANGE (Not Anticipated)

**HYBRID SCHEDULE** - Cohort A and Cohort B - Maximum 50% capacity

	Day 1- (M)	Day 2- (T)	Day 3 - (W)	Day 4 - (Th)	Day 5 - (F)
<b>4-min passing</b>	A in/ B remote	B in/ A remote	A in/ B remote	B in/ A remote	rotate
7:41-8:21	1	1	1	1	1

8:25-9:05	2	2	2	2	2
9:09-9:49	3	3	3	3	3
9:53-10:33	4	4	4	4	4
10:37-11:17	5	5	5	5	5
11:21-12:01	6	6	6	6	6
12:05-12:45	7	7	7	7	7
12:49-1:29	8	8	8	8	8
1:33-2:15	9	9	9	9	9

**Hybrid: 9 period extended ½ day - Cohort A and Cohort B - Maximum 50% capacity**

	Day 1- (M)	Day 2- (T)	Day 3 - (W)	Day 4 - (Th)	Day 5 - (F)
<b>4-min passing</b>	A in/ B remote	B in/ A remote	A in/ B remote	B in/ A remote	ROTATE A & B
7:35-8:05	1	1	1	1	1
8:09-8:39	2	2	2	2	2
8:43-9:13	3	3	3	3	3
9:17-9:47	4	4	4	4	4
9:51-10:21	5 SEL during lunches	5 SEL during lunches	5 SEL during lunches	5 SEL during lunches	5 SEL during lunches
10:25-10:55	6 SEL during lunches	6 SEL during lunches	6 SEL during lunches	6 SEL during lunches	6 SEL during lunches
10:59-11:29	7 SEL during lunches	7 SEL during lunches	7 SEL during lunches	7 SEL during lunches	7 SEL during lunches
11:33-12:03	8	8	8	8	8
12:07-12:37	9	9	9	9	9
12:37-2:30	Students work remotely Teachers plan, have office hours				The schedule = 270 minutes - 30 for lunch, which is 240 minutes which is the state requirement

**Modified Half Day Schedule - Cohort A and Cohort B - Maximum 50% capacity**

Period	Start	End	minutes
Period 1	7:34	8:11	37
Period 2	8:13	8:50	37
Period 3	8:52	9:29	37
Period 4	9:31	10:08	37
Period 5	10:10	10:19	9

Period 6	10:21	10:30	9
Period 7	10:32	10:41	9
Period 8	10:43	11:20	37
Period 9	11:22	12:00	38
Total minutes			250-9 = 241

## FRAMEWORK FOR VIRTUAL INSTRUCTION - POSSIBLE

The committee recognizes that all students will utilize virtual instruction during the 2020-2021 school year. Some students will opt to not attend any in-person instruction. Some will take part in virtual learning during the hybrid schedule. At some point during the school year, the entire school could be moved to a Virtual Format, depending on the trajectory of the virus.

In the event that Kittatinny moves to a complete Virtual Schedule, student learning will take place during the hours of 9 a.m. to 2 p.m. There will be five, one-hour periods each day and the students and staff will follow the traditional 9 period schedule. Periods 1 - 4 will take place on the first day of the rotation, with the fifth period set aside for Social Emotional Learning exercises and teacher office hours. The second day of the rotation will be periods 5 - 9.

Teachers will be expected to hold office hours from 7:30 a.m. to 9 a.m. every morning and 2 - 2:30 p.m. each afternoon (if not an academic period).

### **ALL REMOTE - All students meeting every day - 5 hours of instruction each day 9:00-2:20**

	Day 1 - (M)	Day 2 - (T)	Day 3 - (W)	Day 4 - (Th)	Day 5 - (F)	Day 6 - (M)
9:00-10:00	1	5	1	5	1	5
10:05-11:05	2	6	2	6	2	6
11:10-12:10	3	7	3	7	3	7
12:15-1:15	4	8	4	8	4	8
1:20 - 2:20	SEL	9	SEL	9	SEL	9

## Appendix O

### Athletics

At this time, KRHS is following all necessary guidelines for athletics, as per the NJSIAA.

## **Appendix P**

### **PROFESSIONAL DEVELOPMENT FOR STAFF**

#### **Summer: Bureau of Education & Research PD**

Lindsay Sadowski “Distance Learning: Strengthening Online Math Instruction and Student Success” (6.5 hours) 7/27/2020

Tara Pastor Poe “Distance Learning: Strengthening Online ELA Instruction” (6.5 hours) 8/7/2020

Nick DeGennaro “Distance Learning: Strengthening Online Social Studies Instruction” (6.5 hours) 7/20/2020

Kate Teresi “Distance Learning: Strengthening Online Science Instruction” (6.5 hours) 7/28/2020

Katrisha Shatrowskas “ Distance Learning: Strengthening Online Instruction for Students with Special Needs” (Grades K-12) (6.5 hours) 8/4/2020

#### **Zoom K-12 Summer Academy PD (2 x ½ days)**

Carol Fishbone, Nick DeGennaro 7/29 & 7/30/2020

#### **August 1, 2020 PD Day**

Teacher Turnkey: L. Sadowski (Math & Business), T. Pastor Poe (English& WL), N. DeGennaro (Social Studies & PE), K. Teresi (Science, Art, Technology, Music) and Katrisha Shatrowskas (Spec. Ed.) will turnkey their summer distance learning PD to all departments.

Breakout Sessions: Melissa Fischer - white board lesson with ipads, Danielle Tooker - virtual classroom, Dan Craig - Google Meet, Denise Georges - Screencastify, Heidi Chamberlin - Google Meet Take 2 with Study Skills, Vicky Otto - Self-Care, Doug Carnegie & Heather Anderson- Teaching Remotely: The Elective Areas, Ric Arias - Communication in a Remote Environment, Laura Haug - Merging screens/Re-imagining teaching, Gillian Raye - Paraprofessionals in a remote Environment, Maria Vezos & Scott Smith - Collaboration, Paul Pouliot - Best Practices for the teaching of World Languages, Mary Ellen Leppert - Health & Safety

#### **August 2, 2020 PD Day**

Social and Emotional Learning (SEL) presentation

#### **October 2020 PD Day / Faculty Meeting**

Tri County Behavioral presentations

